**PRE-WRITING THE PERSUASIVE SPEECH**

**Choose a Specific Issue:**

*Brainstorm five school-related issues to encourage your listeners to think about and agree with the position you support on an issue that concerns them.*

*Rate each issue from one to five on the following criteria. Choose the issue with the highest total of points to defend or attack.*

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| --- | --- | --- | --- |
| **Possible Issue** | **It is narrow enough to be argued** | **Each side can make a strong case** | **People have strong feelings about the issue** |
| Bus system | 5 | 4 | 5 |
| JJ catering (not selling soda pop) | 3 | 4 | 4 |
| After-school policy | 4 | 4 | 5 |
| Showing ID cards when riding the after-school bus | 3 | 3 | 3 |
| Short lunch breaks | 4 | 4 | 4 |

**Plan Your Thesis**

*Plan a statement that identifies the issue and states your perspective on it.*

*For example: the city’s new curfew law for teenagers should be repealed.*

*The “law” is the issue and “should be repealed” is the opinion.*

|  |  |
| --- | --- |
| **Issue:** | **Opinion:** |
| The after-school bus | Should take student athletes all the way home. |

|  |
| --- |
| **Combine the above into one thesis sentence:** |
| The after-school bus should take the student athletes all the way home after practices and home games. |

**Gather and Shape Support**

*In order to persuade your audience, you must explain to them why your opinion is valid. Back up your opinion with three reasons. Each reason should appeal to either their emotions, sense of logic, or ethical beliefs.*

*See example on p.115 of your textbook for help.*

|  |  |  |
| --- | --- | --- |
| **Reason** | **Evidence** | **Appeals to:** |
| Many students waste their time on the road transferring from bus to bus and this is exhausting the students | Many dongbu ichon-dong students complain about this. | Emotion |
| There are at least ten students athletes who don’t get a full ride home | List: Elaine, Lydia A., Susan, Jeffrey, Jason C., Billy, Jennifer, Samuel, Rachel, Youjin | Logic |
| Our school is the only international school that doesn’t provide proper after-school buses | YISS, SFS, SAHS, and SIS after-school buses take their students all the way back home after practices. SIS even takes their students home after late home games. | Logic |

**Rhetorical Devices**

*You must use all five of the rhetorical devices that we studied in class.*

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| **Device** | **Corresponds to this reason:** | **The example is:** |
| Rhetorical question | To make a point by letting the audience know and feel the reality | Is it really logical/ necessary for us—busy and exhausted student athletes—to transfer bus to bus wasting hours on the road, when the school can actually provide another bus? |
| Allusion | Use past events to prove why our school needs to revise the bus routes | SIS, not only takes their students all the way home after practices but also all the way home after late home games. Our school does nothing. |
| Analogy |  |  |
| Anecdote |  |  |
| Counterclaim |  |  |

**Organization**

*Use the following table to organize your speech. You can either progress from the weakest reason to the strongest reason or vice versa.*

|  |  |
| --- | --- |
| **Paragraph** | **Brief Synopsis** |
| **Introduction** | Opening statement: This is a serious issue that affects many students in KIS  Thesis statement: The after-school bus should take the student athletes all the way home after practices and home games. |
| **1st paragraph** | 1st reason: Waste of time & money |
| **2nd paragraph** | 2nd reason: There are numerous student athletes who suffer from this ridiculous system |
| **3rd paragraph** | 3rd: Our school is the only school that doesn’t provide a proper after-school bus system |
| **Conclusion** | Restated thesis:  Call to action: |

**Presentation**

*You will have two copies of your speech. One will be a hard copy for me. The other copy will be for your use while you are speaking.*

*Underline or highlight words or phrases that you will emphasize. Note the pitch and volume that you intend to use at various points.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Verbal Techniques** | **At this point in my speech:** | **Nonverbal Techniques** | **At this point in my speech:** |
| Tone |  | Eye Contact |  |
| Volume |  | Facial Expression |  |
| Pause |  | Gestures |  |
| Rate |  | Posture |  |